

STAFFING OF THE ADMINISTRATIVE STRUCTURES
OF IOWA'S AREA SCHOOLS

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Gerald Lawrence Manning

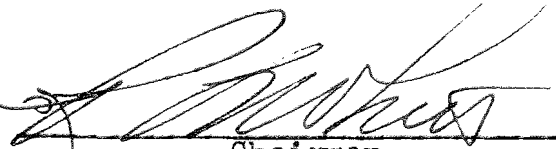
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Approved by Committee:


Chairman




Dean of the School of Graduate Studies

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CHAPTER I

INTRODUCTION

The Iowa Area School concept is a relatively new development. It is challenging, costly, and sometimes distracting to provide the wide diversity of educational programs required and keep them all of high quality. Among other organizational considerations, the staffing of the administrative structure of these schools assumes an important role in determining the success of this new concept.

I. THE PROBLEM

Statement of the problem. The purpose of this study is to determine (1) the educational preparation of Iowa Area School Administrators, (2) the occupational preparation of Iowa Area School Administrators, (3) the administrative philosophies of Iowa Area School Administrators, and (4) the present position data of Iowa Area School Administrators.

Significance of the study. The certification requirements for administrators of Iowa's Area Schools that were written into the 1965 legislation for area schools are minimal and vague. The 62nd General Assembly of the Iowa Legislature engaged in major debate of these certification guidelines. The main issue was "Should the General Assembly

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provide by law that all administrators employed in Iowa's Area Schools shall not be required to hold any teacher's certificates?"¹ A partial decision to the question was arrived at by passage of subsection 9, section 280.33 of the Code of Iowa, relating to school laws. The law reads that, "The superintendent shall not be required to hold any teacher's certificate." This means that the local area board of control is completely free to employ whomever it wishes to fill this position. As the debates continue, with regard to administrative structure in Iowa's Area Schools, this study can provide much information on which to base important decisions.

II. LIMITATIONS

Population. This study was limited to only the top administrators in Iowa's Area Schools for the year 1970-71.

Seventy-nine Iowa Area School Administrators.

According to the Iowa State Department of Public Instruction there were ninety-eight area school administrators in the categories selected for this study. Questionnaires were sent to ninety-eight Iowa Area School Administrators; however, only seventy-nine of the administrators returned their survey instruments.

¹Iowa State Department of Public Instruction, "Iowa's Developing Pattern for Area Schools," (1968), 1268 As-198, rev. ed, p. 23.

III. DEFINITIONS OF TERMS USED

Area school. In this study, area school means a vocational school and/or a community college established and operated by a merged area in Iowa.

IV. RESEARCH DESIGN AND METHODOLOGY

The intent of this field study was to investigate the nature of the staffing of the administrative structures of Iowa's Area Schools and to report the findings. The study commenced with a review of Iowa State Department of Public Instruction forms regarding the development of the area schools. A review was also made of related literature regarding current concepts of administrative structures and philosophies.

A list of Iowa Area School Administrators entitled "Directory of Area Schools and Junior Colleges" was secured from the Iowa State Department of Public Instruction, Area Schools Branch. The administrators on this list were divided into the following administrative categories and used as the population for the study: (1) superintendent, (2) assistant superintendent and/or administrative assistant, (3) director of vocational technical education, (4) director of general education, (5) director of adult education, and (6) student personnel administrator.

A questionnaire and cover letter were constructed with the assistance of four officials in the Iowa State

Department of Public Instruction and the Director of Research and Development for the Des Moines Area Community College. The questionnaire and letter were approved by the field study advisor and sent to ninety-eight area school administrators. After a return of forty-three questionnaires in seven days, a follow-up letter was sent to all the administrators who had not responded. A total of seventy-nine administrators, or 81 percent of the original sample, responded to the survey.

Information about the educational preparation, occupational preparation, administrative philosophies, and present positions were compiled from the responses to the questionnaire. On tables where it was applicable, this compilation was made according to the administrative categories that were previously mentioned. All of this information is presented in descriptive tabular and narrative form and is found in Chapter II of this field report.

V. REVIEW OF THE LITERATURE

The past five years have been momentous and challenging ones for post-secondary education in Iowa. The related literature on area schools consists of the developmental pattern in Iowa, and current concepts on administrative organization.

Historical sketch. Iowa's Area Schools were created in July of 1965 under provisions of Senate File 550 which

was passed by the 61st General Assembly of the State of Iowa. Formation of the area schools was rapid, and by July of 1967, a total of fifteen area schools had been approved.

Four of the new schools were approved as area vocational schools and eleven have been approved as area community colleges. The Iowa Code provides the following definitions which are basic to the understanding of the development of area schools. The code provides that:

1. "Vocational school" means a publicly supported school which offers as its curriculum or part of its curriculum, vocational or technical education, training or retraining available to persons who have completed or left high school and are preparing to enter the labor market; persons who are attending high school who will benefit from such education or training but who do not have the necessary facilities available in the local high schools; persons who have entered the labor market but are in need of upgrading or learning skills; and persons who due to academic, socio-economic, or other handicaps are prevented from succeeding in regular vocational or technical education programs.
2. "Community college" means a publicly supported school which offers two years of liberal arts, pre-professional or other instruction partially fulfilling the requirements for a baccalaureate degree but which does not confer any baccalaureate degree and which offers in whole or in part the curriculum of a vocational school.
3. "Area vocational school" means a vocational school established and operated by a merged area.
4. "Area community college" means a community college established and operated by a merged area.¹

No additional schools have been initiated since July of 1967. Six counties remain unorganized or unassigned in

¹Iowa, Education Code, Sec. 280-A1 (1969).

regard to area involvement. The three-county area around Dubuque had submitted a proposal at one time, but later failed in an attempt to gain final county wide approval of the proposal.¹ "At the present time the unorganized counties of Carroll and Audubon, and part of Guthrie have contacted the Des Moines Area Community College (Area XI) indicating an interest in becoming a part of this area."² "These three counties present administrative problems because of the distance from the administrative offices located in Ankeny."³

The Code of Iowa directs these institutions to offer to the greatest extent possible educational opportunities and services when applicable in each of the following, but not limited to:

1. The first two years of college work including pre-professional education.
2. Vocational and technical education.
3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. Programs for selected high school students in vocational technical education.
6. Student personnel services.

¹Iowa State Department of Public Instruction, "Departmental Rules," (1966), Chapter 5.

²Statement by Paul Lowery, personal interview, March 10, 1970.

³Ibid.

7. Community services.
8. Vocational education for persons who have academic, socio-economic, or other handicaps.
9. Training, retraining, and all necessary preparation for productive employment of all citizens.
10. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.¹

The Iowa Area School Administrators as a group in 1968 accepted this mandate of the Iowa Code relating to area schools in a position paper developed by the superintendents of Iowa's Area Schools. The paper states that:

The school administrators of the area schools accept the mandate of the Iowa Code that establishes a state system of area community colleges and area vocational schools that will provide educational programs for the people of this state that are not now being effectively served by other educational institutions.²

The paper goes on to state that, "We accept the responsibility for the development, support, and control of these institutions."³

This responsibility is also shared by the Iowa Legislature by the fact that the Iowa Code does identify the administrative structure to be used. It states that:

Each merged area board, subject to the approval of the State Board of Public Instruction, shall for each

¹Education Code, loc. cit.

²Iowa Area School Superintendents, "Goals and Objectives of Iowa's Vocational Schools and Area Community Colleges," (position paper distributed by the Iowa State Department of Public Instruction, Area Schools Branch, 1966, Des Moines, Iowa).

³Ibid., p. 4.

educational institution or branch thereof which it may operate, establish, and staff an administrative structure consistent with the educational services offered. Each area community college shall have the following divisions with a director, responsible to the superintendent, for each such division: vocational-technical education, adult or continuing education, education in arts and sciences, student personnel services, and institutional services. If additional attendance centers are operated, a center director shall be appointed for each such center.¹

The code also gives the following descriptions for the administrative positions identified in the preceding definition:

Superintendent. The superintendent shall be the chief administrative officer of the area community college operated under the jurisdiction of a merged area board, and he shall be the executive officer of that board. The superintendent shall be responsible for the operation of the area community college with respect to its educational program, its faculty and student personnel programs, and the use of its facilities. He shall delegate to the directors all necessary administrative and supervisory responsibilities to insure an efficient operation of the institution.²

Administrative assistant. The administrative assistant shall be responsible to the superintendent for projects and duties assigned.³

Business manager. The business manager shall perform the function of financial accounting, record keeping, and reporting, and he shall implement decisions of the administration relative to budgeting. In addition, he shall be responsible for inventory keeping, equipment and plant maintenance, operation of plant, and operation of services such as food service and bookstore.⁴

Director. The director, who shall be the holder of a teacher's certificate authorizing service in the administrative position of director of a division of

¹"Departmental Rules," op. cit., Ch. 5.3(6), p. 24.

²Ibid., (with exception 280A23), p. 24.

³Ibid., Ch. 5.3(2).

⁴Ibid., Ch. 5.3(3).

an area community college or of a separate attendance area, shall be administratively responsible to the superintendent.¹

Current concepts. During this period of development of Iowa's Area Schools there is little evidence that serious attention was given to the question of administrative structure. A review of journal articles reveals that little has been researched on administrative concepts other than those relating to faculty or student involvement in policy formulation. From the interviews and research conducted, it would seem that the current practices represent a collection of ideas taken from business schools, secondary schools, and four-year institutions. It is questionable how well these ideas relate to the kinds of problems currently being faced by the administrative organization of the comprehensive two-year area school.

Clifford G. Erickson predicts that, "The community college is destined to become a keystone for fundamental structural changes which can be expected in higher education in America in the next half century."²

During the past several years there has already occurred a change in the attitudes concerning the role of administrators in educational institutions. This change is

¹Ibid., Ch. 5.3(4).

²Clifford G. Erickson, "The Community College-- Keystone for Change," Junior College Journal, XL (March, 1970), 13.

reflected in the use of terms such as--concepts of authority, student power, faculty power, change, salary negotiations, control, and punch bowl theory. The traditional administrator and/or administrative structure is challenged by each of these terms.¹

For the college administrator who is more interested in solving problems than he is in coordinating the problems he already has, Richardson has developed a new administrative structure that he is recommending. He prefaces his proposal by stating that he feels that the traditional administrative structure operates under the "punch bowl theory of authority," which states that:

Any action which delegates a role in the decision-making process to individuals or groups not presently involved, diminishes the amount of authority available to those who carry out administrative functions. If you ladle out enough authority the bowl will be completely empty.²

An administrator that accepts this must also accept the assumption that a superior-subordinate relationship exists between the administrator and the teacher. John Millett found in his studies that the faculty member does not think of himself as an employee and resents the subordinate connotation.³ Therefore, the faculty member refuses to

¹Richard C. Richardson, Jr., "Needed: New Directions in Administration," Junior College Journal, XL (March, 1970), 21.

²Ibid., 22.

³John D. Millett, The Academic Community (New York: McGraw Hill Publishing Co., 1962), p. 102.

accept the "punch bowl theory of administration." Millett also found that faculty members are not the only ones who refuse to accept this theory. He found that student activism is another form of rebellion against the theory.¹

Richardson's proposed administrative structure outlines four areas of improvement for the traditional administrative structure which embraces the "punch bowl theory."

The more important provisions are:

1. Emphasize specialization rather than unity of command.
2. Provide division chairman and faculty with a direct line of communication to the president, which should be used for the resolution of problems.
3. Appoint division chairman in consultation with members of the division.²

The Iowa Area Schools, because of their relative newness, are not saddled with tradition. Richardson's suggestions therefore should be carefully considered as the administrative policies are being developed.

Several of Iowa's Area Schools have emerged as multi-unit institutions. These institutions have merged with existing public junior colleges and in some instances have developed additional sites which are more convenient to large population centers.

Murray Block identifies this development as the

¹Ibid., p. 109.

²Richardson, op. cit., 21.

"multi-unit district dilemma."¹ He feels the administrative organizations need to cope with this characteristic will become increasingly complex with the many possible organizational patterns available. He goes on to state:

There are two basic kinds of multi-unit operations: the multi-campus where the central office is strong and a minimum amount of local authority is available to the units; and the multi-college where maximum local authority is given to the individual institution, with coordinated services provided by a central office.²

The choice between going multi-campus or multi-college rests with the board of control of the merged area and depends on its philosophy. In many decisions of this nature, it is the responsibility of the administrative staff to research and recommend courses of action.

Seven Iowa boards of merged areas with fourteen attendance centers have faced this decision. Some have made a decision and met with success, and the administrative staff is functioning fairly well. However, other merged areas are still looking for a solution.³ The decision, whatever it may be, has definite effects on certain members of the administrative staff in the central office and the local facility.

For the past five years new two-year area schools,

¹Murray H. Block, "MUD--An Increasing Dilemma for Junior Colleges," Junior College Journal, XL (March, 1970), 24.

²Ibid., 25.

³Statement by Jerry Helland, personal interview, May 1, 1970.

mostly of the publicly supported variety, have been established in this country at a rate of from thirty to fifty per year. Seventy-two new public institutions opened their doors to students during 1967.¹ If the same factors which have conditioned this phenomenal growth in the recent past continue to exist--and there is no reason to suppose that they will not--it is quite probable that the year 1972 will see more than 1,000 two-year colleges in operation enrolling as many as 2.5 million students.²

¹Norman C. Harris, "Occupational Education, Middle Manpower, and the Junior College" (paper distributed at the Iowa Association of Vocational Technical Institutes and Community Colleges, April, 1970, Cedar Falls, Iowa).

²Lamar C. Johnson, "Guidelines and Trends in Post Secondary Vocational-Technical Education" (paper distributed at the Iowa Association of Vocational Technical Institutes and Community Colleges, April, 1970, Cedar Falls, Iowa).

CHAPTER II

THE NATURE OF THE STAFFING OF THE ADMINISTRATIVE STRUCTURES OF IOWA'S AREA SCHOOLS

Information needed for this study was gathered by mailing a questionnaire to each of the administrators listed in the 1970-71 Directory of Iowa's Area Schools and Junior Colleges. The number of questionnaires mailed was 116. Eighteen of these questionnaires were mailed to business managers and board secretaries; however due to a lack of responses this category is not represented in the study. The remaining ninety-eight administrators were sorted into administrative categories or positions as shown in Table I.

TABLE I

RESPONSES TO THE QUESTIONNAIRE ON THE NATURE OF THE STAFFING
OF THE ADMINISTRATIVE STRUCTURES OF THE 15 AREA COMMUNITY
COLLEGES IN THE STATE OF IOWA FOR THE YEAR 1970-71

Administrative position	Number of questionnaires mailed	Usable returns	Returns as % of mailing
Superintendents	16	12	75
Assistant Superintendents/ Administrative Assistants	11	9	89
Directors of Vocational Technical Education	16	12	75
Directors of General Education and Campuses	20	15	75
Directors of Adult Education	19	19	100
Student Personnel Administrators	16	12	75

Seventy-nine area school administrators responded to the questionnaire for a return of 80.6 percent.

I. EDUCATIONAL PREPARATION OF IOWA AREA SCHOOL ADMINISTRATORS

All of Iowa's seventy-nine area school administrators had either a Master of Arts or Master of Science degree. Thirteen or 16.6 percent of the seventy-nine administrators possessed a specialists degree and twenty-three or 29 percent of the seventy-nine administrators possessed a doctorate degree as shown in Table II.

TABLE II
EDUCATIONAL ACHIEVEMENTS OF ADMINISTRATORS AT SELECTED
SCHOOLS WHO ARE EMPLOYED IN THE 15 AREA SCHOOLS
IN THE STATE OF IOWA FOR THE YEAR 1970-71

Educational institution	Degrees granted				Total
	Dr.	Spec.	M.A.	B.A.	
University of Iowa	1	3	12	5	21
Univ. of Northern Iowa	0	2	8	6	16
Iowa State University	4	2	7	5	18
Drake University	0	2	5	3	10
Other Iowa schools	0	0	0	15	15
Colorado schools	3	1	8	0	12
Minnesota schools	0	0	5	4	9
Missouri schools	1	1	6	9	17
Nebraska schools	3	1	6	6	16
North Dakota schools	2	0	2	2	6
South Dakota schools	4	2	5	3	14
Other schools	5	0	13	14	32
No response	0	0	2	7	9
Total	23	14	79	79	195

The University of Iowa, as shown in Table II, has granted more degrees to the seventy-nine Iowa Area School Administrators than any other single school. Excluding Iowa universities, the universities of the state of South Dakota have granted more doctorate degrees than any other state. Approximately one of every two degrees earned by area school administrators have been granted by universities and colleges located in Iowa.

Table III shows that nearly half of the seventy-nine Iowa Area School Administrators had majored in either industrial education or business in undergraduate work leading to the bachelor degree. Majors in social studies and physical education were the next most frequently mentioned

TABLE III

UNDERGRADUATE EDUCATIONAL MAJOR AREA OF STUDY OF
ADMINISTRATORS IN THE 15 AREA SCHOOLS IN THE
STATE OF IOWA FOR THE YEAR 1970-71

Major area of specialization in under- graduate work	Number of						Total
	Supt. N=12	Ass't. Supt./ Admin. N=9	Voc. Tech. Dire N=12	Gen. Ed.& Camp. Dir. N=15	Adult Educ. Dir. N=12	Stu. Pers. Admin. N=19	
Industrial Educ.	2	0	8	4	3	4	21
Business	4	4	2	2	3	2	17
Social Studies	1	2	0	3	2	3	11
Physical Education	0	1	0	1	2	4	8
Science	3	0	0	0	1	0	4
Agriculture	1	1	1	0	0	2	5
Other	0	1	0	5	1	2	9
No response	1	0	1	0	0	2	4

specializations in preparation for a bachelor degree.

Of the seventy-nine area school administrators 43.6 percent had specialized in educational administration in their graduate work as shown in Table IV. All of the twelve superintendents who responded to the survey had specialized in this field. Fifty percent or six of the twelve vocational technical education directors who responded to the survey had specialized in vocational education in their graduate work. No pattern of specialization exists for adult education directors. However, 66 percent or twelve of the nineteen administrators in student personnel services had specialized in guidance and counseling in their graduate

TABLE IV

SPECIALIZATION IN GRADUATE WORK FOR THE ADMINISTRATORS
IN THE 15 AREA SCHOOLS IN THE STATE OF IOWA
FOR THE YEAR 1970-71

Major area of specialization in graduate work	Number of						Total
	Ass't. Supt./	Voc.	Gen.	Adult	Stu.		
	Admin.	Tech.	Ed.&	Educ.	Pers.		
	Supt.	Ass't.	Dir.	Dir.	Dir.	Admin.	
	N=12	N=9	N=12	N=15	N=12	N=19	N=79
Educational administration	12	6	2	7	2	5	34
Advanced sub- ject teaching	0	2	1	8	3	0	14
Guidance and counseling	0	1	0	0	3	12	16
Industrial Education	0	0	3	0	2	0	6
Vocational Education	0	0	6	0	2	1	9

work. The specialization in preparation for the administrators in each category is unique to that category alone. No significant similarities exist between categories.

II. OCCUPATIONAL PREPARATION OF IOWA AREA SCHOOL ADMINISTRATORS

All of the seventy-nine administrators possess experience in teaching. Table V shows the significant previous teaching experience in secondary, post-secondary, and four-year-or-more institutions.

Twenty-two percent of the administrators had significant teaching experience in what is generally classified as vocational courses. These courses include office

TABLE V
PREVIOUS TEACHING EXPERIENCE OF ADMINISTRATORS IN
THE 15 AREA SCHOOLS IN THE STATE
OF IOWA FOR THE YEAR 1970-71

Subject areas of teaching exper.	Teaching in secondary institutions	Teaching in post-secondary institutions	Teaching in collegiate institutions
Office education	1	0	0
Distributive educ.	2	1	0
Agricultural educ.	2	0	0
Trade & indus. educ.	7	4	0
Industrial arts	10	1	0
General Business	5	3	0
Physical education	4	0	0
Social studies	13	3	0
Communication skills	6	0	0
Mathematics	4	0	0
Science	6	0	0
Teacher education	0	0	4

education, distributive education, trade and industrial education, and agricultural education. Health occupations and home economics which are also potential vocational instructional programs were not mentioned as areas of significant previous teaching experience. Nineteen or 25 percent of the administrators had significant previous teaching experience in practical arts teaching, which includes general business and industrial arts.

Table VI shows that a variety of responses were given to the question regarding previous educational administrative experience. The most frequently designated area of significant previous educational administrative experience was a principalship. Thirty three percent or a total

TABLE VI

PREVIOUS EDUCATIONAL ADMINISTRATIVE EXPERIENCE OF
ADMINISTRATORS IN THE 15 AREA SCHOOLS IN THE
STATE OF IOWA FOR THE YEAR 1970-71

Educational administrative experience	Most significant	Second most significant
Superintendent	14	7
Assistant Superintendent	4	1
Dean of Community College	5	1
Assistant Dean	2	0
Principal	10	16
Director of General Education	2	1
Director of Career Education	17	1
Director of Adult Education	4	2
Student Personnel Services	14	5
Business Manager	0	3
Consultant, State Department	2	0
Other	3	6
No response	3	35

of twenty-six area school administrators indicated they had experience as a high school principal. The next three most frequently designated areas of previous administrative experience were: (1) superintendent, (2) director of career education, and (3) student personnel administrator.

Complementing their professional experience in education most area school administrators have had occupational experience outside the field of education. The directors of vocational technical education possess (on an average) more occupational experience outside the field of education than does any other administrative category. Table VII shows

TABLE VII

NUMBER OF YEARS OF PREVIOUS OCCUPATIONAL EXPERIENCE OUTSIDE THE FIELD OF EDUCATION OF SELECTED ADMINISTRATORS IN THE 15 AREA SCHOOLS IN THE STATE OF IOWA FOR THE YEAR 1970-71

No. of years of previous occupa- tional experience	Number of						Total
	Supt. N=12	Ass't. Supt./ Admin. N=9	Voc. Tech. Dir. N=12	Gen. Ed.& Camp. Dir. N=15	Adult Educ. Dir. N=12	Stu. Pers. Admin. N=19	
0	1	0	1	5	0	5	12
1	1	1	2	3	2	3	12
2	0	2	0	3	1	2	8
3	1	1	0	1	2	2	7
4	2	1	4	1	1	1	10
5	1	0	4	2	1	1	9
6-10	2	2	0	0	2	3	9
11-15	0	0	0	0	1	0	1
16-20	0	0	0	0	0	1	1
20-more	0	0	0	0	0	0	0
No response	4	2	1	0	2	1	10

that eight of the twelve directors of vocational technical education or 60 percent had four or more years of occupational experience, exclusive of education. The superintendents are second in average number of years of occupational experience outside of the field of education. Five of the eight superintendents who responded to this question indicated they had four or more years of occupational experience. Fifty-eight or 73 percent of the seventy-nine administrators who responded to the survey have occupational experience of one year or more outside the field of education. Three is the mean number of years of previous occupational experience for the seventy-nine administrators responding to this question.

The most frequently mentioned previous position held within their present institution by the seventy-nine administrators was that of counselor; however, 90 percent of these administrators were promoted to new positions within the same division, that of student personnel services. Table VIII shows that seven or 58 percent of the directors of vocational education have been promoted from within their present institution. This is the largest percentage of promotions from within for any of the administrative categories listed. Only two or 17 percent of the twelve superintendents indicated they had held previous positions within their present institutions. Forty-six or 58 percent of the seventy-nine administrators indicated they had held a previous position in their present institution. Table VIII

indicates that there is a "promotion from within" pattern existing in Iowa's Area Schools.

TABLE VIII

PREVIOUS POSITIONS HELD WITHIN THEIR PRESENT INSTITUTIONS
OF SELECTED ADMINISTRATORS IN THE 15 AREA SCHOOLS
IN THE STATE OF IOWA FOR THE YEAR 1970-71

Previous position	Number of						Total
	Supt. N=12	Ass't. Supt./ Admin. N=9	Voc. Tech. Dir. N=12	Gen. Ed.& Camp. Dir. N=15	Adult Educ. Dir. N=12	Stu. Pers. Admin. N=19	
Instructor	0	0	2	2	2	1	7
Department head	0	0	0	0	1	0	1
Director	1	2	1	0	1	0	5
Ass't. director	0	0	2	0	0	0	2
Admin. Ass't.	1	0	1	0	0	0	2
Counselor	0	0	0	1	0	9	10
Dean	0	2	0	4	0	0	6
Registrar	0	1	0	1	0	0	2
Director of financial aids	0	0	1	0	0	0	1
None	7	4	2	6	6	4	29
No response	3	0	3	1	2	5	14

III. ADMINISTRATIVE PHILOSOPHIES OF IOWA AREA SCHOOL ADMINISTRATORS

For an area school administrator to have an "abundance of energy" is the most important personality attribute as ranked by the seventy-nine administrators who responded to the survey. However, as shown in Table IX, not all of the rankings of the administrative categories agree with this. For example, the adult education directors identified

an abundance of energy and creativity of equal importance and gave them a ranking of four. The second, third, fourth, and fifth most important personality attributes (in that order) as ranked by the seventy-nine area school administrators are: cooperation, alertness, flexibility, and self control.

TABLE IX

MOST IMPORTANT PERSONALITY ATTRIBUTES RANKED IN ORDER
BY SELECTED ADMINISTRATORS IN THE 15 AREA
SCHOOLS IN THE STATE OF IOWA
FOR THE YEAR 1970-71

Components of personality	Rank order of						
		Ass't.		Gen.			
		Supt./	Voc.	Ed.&	Adult	Stu.	Total
	Supt.	Admin.	Tech.	Camp.	Educ.	Pers.	Admin.
	Ass't.	Dir.	Dir.	Dir.	Admin.	Rank.	
Energetic	1.5*	1.5	2.0	2.5	4.5	1.0	1
Cooperative	5.5	1.5	1.0	1.0	1.3**	4.0	2
Alertness	5.5	3.3	3.0	2.5	6.5	2.5	3
Flexible	3.5	3.3	7.3	5.3	1.3	2.5	4
Self controlled	1.5	3.3	4.0	5.3	8.5	7.5	5
Persevering	3.5	8.3	10.0	8.0	1.3	5.0	6
Creative	7.3	7.0	5.5	4.0	4.5	7.5	7
Intelligent	7.3	6.0	7.3	5.3	11.5	6.0	8
Poised	10.0	7.0	7.3	9.5	8.5	9.0	9
Aggressive	7.3	8.3	5.5	11.0	6.5	10.0	10
Sociable	11.0	11.0	11.0	9.5	10.0	11.0	11
Independent	12.0	12.0	13.0	12.0	11.5	12.0	12
Conforming	14.0	13.0	12.0	12.0	13.0	13.5	13
Dominant	13.0	14.0	14.0	14.0	14.0	13.5	14

*Given equal ranking with one other personality attribute

**Given equal ranking with two other personality attributes

As shown in Table X, of the five most important management skills needed by area school administrators there is a large measure of agreement: ability to understand people (1), acceptance of new ideas (2.5), willingness to pass on information (2.5), available for discussion with workers (4), and willingness to seek others' opinions (5). The largest amount of consensus on any one management skill, between administrative categories, is that of the ability to understand people (1).

The largest amount of disagreement on any one management skill, between administrative categories, is that of technical ability (13). The directors of vocational technical education and the assistant superintendents and/or administrative assistants rank it number seven. A large deviation from the ranking norms also existed with the management skill, strict observer of regulations. The superintendents ranked this skill as number ten, while the norm for all the administrators was number fifteen. Having the ability to do jobs done by workers (16) and being a strict observer of regulations (15) were ranked as the least important management skills needed by area school administrators. Table X also shows the directors of vocational technical education much more willing to seek others' opinions (ranked number one), than were the other area school administrators (ranking norm, number five).

TABLE X

MOST IMPORTANT MANAGEMENT SKILLS RANKED IN ORDER OF IMPORTANCE
BY ADMINISTRATORS IN THE 15 AREA SCHOOLS IN THE
STATE OF IOWA FOR THE YEAR 1970-71

Management skills	Rank order of						Total Admin. Rank.
	Supt.	Ass't. Supt./ Admin. Ass't.	Voc. Tech. Dir.	Gen. Ed. & Camp. Dir.	Adult Educ. Dir.	Stu. Pers. Admin.	
Ability to understand people	1	1	1	3	1	2	1
Acceptance of new ideas	5	5	4	1	1	2	2.5*
Willingness to pass on information	2	2	1	3	5	5	2.5
Available for discussion with workers	3	6	5	1	4	1	4
Willingness to seek other's opinions	5	4	1	5	5	2	5
Willingness to admit mistakes	4	10	6	7	7	6	6
Sense of humor	7	9	8	6	3	7	7
Verbal ability	7	3	8	7	7	8	8
Good mixer	13	14	10	9	11	10	9
High intelligence	11	7	12	9	14	9	10.5
No Loss of respect through familiarity	9	10	11	11	9	12	10.5
Rapid decision making	14	12	13	14	10	14	12
Technical ability	11	7	7	12	11	11	13
Smart appearance	15	13	14	13	11	13	14
Strict observer of regulations	10	15	15	14	16	16	15
Ability to do jobs done by workers	16	16	16	16	15	15	16

*Given equal ranking with one other management skill

IV. PRESENT POSITION DATA OF IOWA'S
AREA SCHOOL ADMINISTRATORS

The mean age of the seventy-nine administrators is in the forty-one to fifty age category. As shown in Table XI the student personnel administrators are the youngest category of administrators with a mean age from thirty-one to forty years of age. The oldest category of administrators is the director of general education and/or campus directors. Sixty percent of these administrators were fifty-one or more years of age. Relatively few of the seventy-nine administrators were under thirty (2.5 percent) or over sixty (6.4 percent).

TABLE XI

AGE CATEGORIES OF SELECTED ADMINISTRATORS IN THE 15
AREA SCHOOLS IN THE STATE OF IOWA FOR THE
YEAR 1970-71 RANGING FROM 21 TO 70

Age categories	Percent of						
	Supt.	Ass't. Supt./ Admin.	Voc. Tech. Dir.	Gen. Ed. & Adult Camp. Educ. Dir. Dir.	Stu. Pers. Admin.	Total Admin. Rank.	
21 - 30	0.0	0.0	0.0	0.0	8.3	5.3	2.5
31 - 40	25.0	33.3	25.0	33.3	33.3	57.8	36.7
41 - 50	50.0	55.6	50.0	6.7	58.4	31.6	39.2
51 - 60	16.7	11.1	16.7	46.7	9.0	5.3	15.2
61 - 70	8.3	0.0	8.3	13.3	0.0	0.0	6.4

Slightly less than one-half of the 43 percent of the

seventy-nine administrators who responded to the question on annual salary for the year 1970-71 had a salary of \$18,000 or more. Ten of the twelve superintendents who responded to the question had a current annual salary of \$22,000 or more a year. Computations from Table XII indicate the following average (mean) salaries for each administrative category: (1) superintendents--\$22,900, (2) assistant superintendent and/or administrative assistant--\$18,000, (3) vocational technical directors--\$17,800, (4) general education directors--\$17,300, (5) adult education directors--\$17,000, and (6) student personnel administrators--\$15,600.

TABLE XII

RANGES IN ANNUAL SALARY OF ADMINISTRATORS IN THE 15 AREA SCHOOLS IN THE STATE OF IOWA FOR THE YEAR 1970-71

Salary	Percent of						Total Admin. %
	Supt. N=12	Ass't. Supt./ Admin. Ass't. N=9	Voc. Tech. Dir. N=12	Gen. Ed. & Camp. Dir. N=15	Adult Educ. Dir. N=12	Stu. Pers. Admin. N=19	
10,000-12,000	0.0	0.0	0.0	0.0	0.0	5.3	1.3
12,001-14,000	0.0	0.0	0.0	0.0	0.0	21.0	5.1
14,001-16,000	0.0	0.0	8.3	20.0	33.3	31.6	17.7
16,001-18,000	0.0	33.3	50.0	46.7	41.7	21.0	31.7
18,001-20,000	8.3	33.3	33.3	33.3	16.7	21.0	24.0
20,001-22,000	0.0	33.3	8.3	0.0	8.3	0.0	6.3
22,001-24,000	25.0	0.0	0.0	0.0	0.0	0.0	3.8
24,001-26,000	58.4	0.0	0.0	0.0	0.0	0.0	8.8
No response	8.3	0.0	0.0	0.0	0.0	0.0	1.3

Of the present administrators 83.5 percent have been

employed in their present position for a period of one year or more as shown in Table XIII. Seventy-five percent of the superintendents and adult education directors have been in their present position for two or more years. However, 67 percent of the assistant superintendents and/or administrative assistants have been in their present positions only eighteen months or less. Also, five of the twelve, or 42 percent of the vocational technical directors indicated they had held their present position for only eighteen months or less.

TABLE XIII

NUMBER OF MONTHS OF CONTINUOUS EMPLOYMENT IN PRESENT
POSITION OF ADMINISTRATORS IN THE 15 AREA
SCHOOLS IN THE STATE OF IOWA UP TO
AND INCLUDING DECEMBER 1970

Number of months	Number of						Total Admin.
	Supt. N=12	Ass't. Supt./ Admin. Ass't. N=9	Voc. Tech. Dir. N=12	Gen. Ed. & Adult Camp. Educ. Dir. N=15	Stu. Pers. Dir. N=12	Admin. N=19	
0 - 6	1	4	1	2	0	2	10
7 - 12	1	0	0	1	0	0	2
13 - 18	0	2	4	1	2	5	14
19 - 24	0	0	0	0	1	0	1
25 - 30	3	0	0	3	3	2	11
31 - 36	0	1	0	1	1	1	4
37 - 42	0	0	2	2	3	1	8
43 - 48	0	1	1	0	1	5	8
49 - 54	4	1	1	2	1	2	11
55 - 60	2	0	1	0	0	0	3
61 - more	0	0	2	3	0	1	6
No response	1	0	0	0	0	0	1

Most area school administrators work long hours. As shown in Table XIV approximately 90 percent of the administrators spend fifty-one or more hours a week performing their assigned duties. The superintendent's duties and responsibilities require the most hours of performance, and the adult education directors are second. The assigned duties and responsibilities of the administrators in the student personnel services division require the least amount of hours to perform; however, as indicated in Table XII, page 27, average salaries are also lower in this administrative category.

TABLE XIV

AMOUNT OF HOURS REQUIRED TO PERFORM THE ASSIGNED DUTIES
AND RESPONSIBILITIES OF ADMINISTRATORS IN THE 15
AREA SCHOOLS IN THE STATE OF IOWA FOR 1970-71

Hourly range	Number of						Total
	Supt. N=12	Ass't. Supt./ Admin. Tech. Ass't. Dir. N=9	Voc. Dir. N=12	Gen. Ed. & Camp. Dir. N=15	Adult Educ. Dir. N=12	Stu. Pers. Admin. N=19	
35 - 40	0	0	1	0	0	1	2
41 - 45	0	0	1	2	0	2	5
46 - 50	1	4	1	5	0	9	20
51 - 55	1	1	3	6	4	3	18
56 - 60	5	2	3	1	6	3	20
61 - 65	1	1	0	1	1	0	4
66 - 70	3	1	2	0	0	1	7
Not usable	1	0	1	0	1	0	3

"Management" means to "manage people." All seventy-

nine or 100 percent of the area school administrators had responsibility for supervising personnel as shown in Table XV.

TABLE XV

NUMBER OF ADMINISTRATIVE AND NONADMINISTRATIVE PERSONNEL
UNDER THE DIRECT SUPERVISION OF ADMINISTRATORS IN
THE AREA SCHOOLS IN THE STATE OF IOWA
FOR THE YEAR 1970-71

Number of personnel	Number of						Total
	Supt. N=12	Ass't. Supt./ Admin. Ass't. N=9	Voc. Tech. Dir. N=12	Gen. Ed. & Camp. Dir. N=15	Adult Educ. Dir. N=12	Stu. Pers. Admin. N=19	
1 - 5	0	0	0	1	7	6	14
6 - 10	3	2	0	0	2	8	15
11 - 15	0	1	3	0	1	2	7
16 - 20	0	0	0	0	0	1	1
21 - 25	0	0	0	0	0	1	1
26 - 30	0	0	2	0	1	0	3
31 - 35	0	1	1	2	1	1	6
36 - 40	0	2	1	2	0	0	5
41 - 45	1	0	0	1	0	0	2
46 - 50	0	0	0	2	0	0	2
51 - 55	0	0	0	1	0	0	1
56 - 60	0	0	0	3	0	0	3
61 - 65	0	0	0	0	0	0	0
66 - 70	1	0	0	0	0	0	1
71 - 75	0	0	1	1	0	0	2
76 - 80	0	0	0	1	0	0	1
81 - 85	0	0	0	0	0	0	0
86 - 90	0	0	0	0	0	0	0
91 - 95	1	0	1	1	0	0	3
96 - 100	0	0	1	0	0	0	1
101 - more	6	3	2	0	0	0	11

Eight of the twelve superintendents or 75 percent indicated they each had direct supervision over more than

sixty-five personnel. On the other hand three of the twelve superintendents view their direct supervisory responsibilities much differently. These three indicated their "span of control" to be from six to ten persons. This same difference of philosophy on the "span of control" exists in the following administrative categories: (1) assistant superintendent and/or administrative assistant, (2) vocational technical education directors, and (3) the general education directors.

One-hundred percent of the adult education directors and 100 percent of the student personnel administrators indicated they had direct supervision over less than thirty-five personnel. Also, as shown in Table XV administrators in these two categories had significantly less personnel to supervise than administrators in the other four categories.

In view of the newness of the area schools one might speculate: "Are the area school administrators satisfied in their present positions?" Each of the administrators were asked to express their level of job satisfaction. The adult education directors as an administrative category were the most highly satisfied. Ten of the twelve or 83 percent of these administrators were highly satisfied. The general education directors were the least satisfied of the administrative categories with seven of the fifteen or 46.6 percent indicating they were highly satisfied. Fifty-three or 66.8 percent of the seventy-nine administrators indicated

they were highly satisfied, as indicated in Table XVI.

TABLE XVI

LEVEL OF JOB SATISFACTION OF ADMINISTRATORS
IN THE 15 AREA SCHOOLS IN THE STATE
OF IOWA FOR THE YEAR 1970-71

Level of job satisfaction	Number of						Total Admin. N=79
	Supt. N=12	Ass't. Supt./ Admin. N=9	Voc. Tech. Dir. N=12	Gen. Ed. & Camp. Dir. N=15	Adult Educ. Dir. N=12	Stu. Pers. Admin. N=19	
Highly satis- fying	8	4	9	7	10	15	53
Moderately satisfying	4	5	3	7	2	4	25
Acceptable	0	0	0	1	0	0	1
Dissatisfied	0	0	0	0	0	0	0

Only one administrator of the seventy-nine who responded to the survey indicated that he experienced only an acceptable level of job satisfaction.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to determine the nature of the administrative structures of Iowa's Area Schools. The study was specifically made on (1) the educational preparation, (2) the occupational preparation, (3) the administrative philosophies, and (4) the present position data of the administrators employed in Iowa's Area Schools for the 1970-71 academic year.

Before beginning this study a review of educational materials was made to determine the history of the organization of the area schools. In addition, reviews of literature regarding administrative structures and philosophies were made to determine current trends.

In conducting the study a questionnaire was developed and sent to ninety-eight Iowa Area School Administrators who held positions in the following administrative categories: (1) superintendent, (2) assistant superintendent and/or administrative assistant, (3) director of vocational technical education, (4) director of general education and/or campuses, (5) director of adult education, and (6) student personnel administrator. The responses to the questionnaire (seventy-nine respondents) were sorted

in the previously mentioned administrative categories and compiled in table form.

Educational preparation. All seventy-nine area school administrators had a master's degree. Thirteen administrators had earned specialist degrees and twenty-one held doctorate degrees. Approximately one of every two degrees held were earned in colleges and universities located in Iowa.

Forty-eight of the seventy-nine administrators had majored in either industrial education or business in their undergraduate work. In their graduate work forty-three administrators majored in educational administration. All of the superintendents had majored in educational administration, and 50 percent of the directors of vocational education had majored in vocational education. No pattern of graduate specialization existed for the directors of adult education, however 65 percent of the student personnel administrators had specialized in guidance and counseling. Seventy-five percent of the assistant superintendents and/or administrative assistants specialized in educational administration. Fifty-three percent of the directors of general education and/or campuses had majored in educational administration and the remaining 47 percent majored in advanced subject teaching.

Occupational preparation. All of the seventy-nine administrators possessed experience in teaching. Twenty-two

percent of the administrators had teaching experience in what are generally classified as vocational courses. An additional 25 percent had experience in teaching practical arts courses.

The most frequently designated area of previous educational administrative experience was a principalship.

Supplementing their professional experience, 78 percent of the area school administrators had previous occupational experience, exclusive of education. The directors of vocational technical education possessed on an average more occupational experience outside of education than did any other administrative category. The mean number of years of previous occupational experience exclusive of education for all seventy-nine administrators is three.

There has been a relatively high incidence of "promotion from within" in Iowa's Area Schools. Fifty-eight percent of the seventy-nine administrators who responded to the survey indicated they had held a previous position within their present institution. However, there has been either a low attrition rate for superintendents, or there existed a policy of "filling this position from outside the institution" because only two of the superintendents who responded to this question had held previous positions in their present institutions.

Administrative philosophies. The seventy-nine area school administrators ranked the following fourteen

personality traits in the order of importance for an area school administrator to possess: (1) energetic, (2) cooperative, (3) alertness, (4) flexible, (5) self controlled, (6) persevering, (7) creative, (8) intelligent, (9) poised, (10) aggressive, (11) sociable, (12) independent, (13) conforming, and (14) dominant.

In comparing the ranking norms of the seventy-nine area school administrators to a similar study¹ conducted on middle and executive level managers in business and industry, there is a large difference in the rank that was given intelligence. The businessmen ranked intelligence number one in personality traits, while the area school administrators ranked it number eight. However while the businessmen ranked energetic as number five, the area school administrators ranked it number one. Additional study should be done on the reasons for this difference of philosophy.

A similar difference of opinion existed on the importance of high intelligence as a management skill. As a management skill the businessmen ranked high intelligence as number two, while the area school administrators ranked it number ten; and while the businessmen ranked the management skill of rapid decision making as number four, the area school administrators ranked it number twelve.

¹Samuel Feinberg, "From Where I Sit," Women's Wear Daily, LXI (April 20, 1966), 11.

However, as a management skill the businessmen and the area school administrators ranked the ability to understand people as number one. According to another comparison of the two studies it was much more important for the area school administrator to be available for discussion with workers (ranked number four) than it was for the businessman (ranked number nine). Being a strict observer of regulations and having the ability to do jobs done by workers were ranked as the least important management skills by both the businessmen and the Iowa Area School Administrators.

There is a large measure of agreement between administrative categories on the five most important management skills needed by all area school administrators: (1) ability to understand people, (2) acceptance of new ideas, (3) willingness to pass on information, (4) available for discussion with workers, and (5) willingness to seek other's opinions.

The largest deviation from the ranking norms of any one management skill was with the directors of vocational technical education, and the administrative assistants and/or assistant superintendents who both rate technical ability as number seven, while the ranking norm of the seventy-nine administrators was number thirteen. A large deviation from the ranking norms existed with the management skill, strict observer of regulations. The superintendents ranked this skill as number ten, while the norm for all the

administrators was number fifteen. The directors of vocational technical education were much more "willing to seek other's opinions" (ranked number one), than were the other area school administrators (ranking norm--number five).

Present position data. The average area school administrator was in the forty-one to fifty age category. The student personnel administrators were the youngest administrative category, while the oldest category of administrators was the directors of general education and/or campuses. Only 2 percent of the seventy-nine administrators were under thirty years of age.

Slightly less than half of the administrators who responded to the survey had an annual salary of \$18,000 or more. The superintendents were paid the highest salary (\$24,000-26,000), and from second highest to the lowest average salary for the administrative categories were: assistant superintendent and/or administrative assistant (\$18,000-20,000), directors of vocational technical education (\$16,000-18,000), directors of general education and/or campuses (\$16,000-18,000), directors of adult education (\$16,000-18,000), and student personnel administrators (\$14,000-16,000).

The superintendents and the directors of adult education as administrative categories had been in their present position longer than administrators in the other three categories. The assistant superintendents and/or

administrative assistants and the directors of vocational technical education had been in their present positions fewer months than any other category. A fairly recent reorganization of administrative structure in several area schools has created the position of administrative assistant and/or assistant superintendent. This justifies the relatively short period of employment for administrators in this category, however the category of director of vocational technical education was created at the time the area schools were organized. Drawing from this information and the responses given, there has been a higher rate of attrition in this category (director of vocational technical education) than any of the other categories.

Ninety percent of the seventy-nine area school administrators spend fifty-one or more hours a week performing their assigned duties. The superintendent's duties required the most amount of hours to perform, and the directors of adult education were second. The assigned duties of the administrators in the student personnel category required the least amount of hours to perform, however average salaries were also the lowest in this category.

There existed a wide variation in the number of personnel the area school administrator directly supervises. Seventy-five percent of the superintendents indicated they each had direct supervision over sixty-five or more personnel, while the other 25 percent had viewed themselves as having direct supervision over less than ten personnel. A

similar difference of philosophy on the "span of control" existed in the following administrative categories: (1) assistant superintendents and/or administrative assistants, (2) directors of vocational technical education, and (3) the directors of general education and/or campuses. The administrative categories of directors of adult education and student personnel administrators had significantly fewer personnel to supervise than did the other four categories.

In view of the newness of the area schools, one might speculate: "Are the area school administrators satisfied in their positions?" Fifty-four percent indicated they were highly satisfied and 45 percent indicated they were moderately satisfied. Slightly less than 2 percent of the administrators indicated their position provided an "acceptable or less" level of job satisfaction. The directors of general education and/or campuses indicated the weakest amount of job satisfaction, while the directors of adult education were the most highly satisfied.

II. CONCLUSIONS

On the basis of the findings of this study, the following conclusions were drawn:

1. There does exist a good "mix" of educational philosophy among the administrators of Iowa's Area Schools.
2. There does exist a good "mix" of philosophy regarding occupational preparation among administrators in

Iowa's Area Schools.

3. Iowa's Area School Administrators are well qualified both educationally and occupationally for their respective area school administrative position.
4. Iowa Area Schools do, in excess of 50 percent of the time, practice a policy of "promotion from within."
5. Iowa Area School Administrators must be energetic, cooperative, alert, and flexible.
6. Iowa Area School Administrators must possess the ability to: understand people, accept new ideas, and communicate information.
7. The area school administrators are very satisfied with their present administrative position.

III. RECOMMENDATIONS

This report on the nature of the staffing of the administrative structure of Iowa's Area Schools is recommended for use by (1) administrators currently employed in school administration, (2) people planning to move into area school administration, (3) universities who currently have or are contemplating an educational administration program, (4) state departments of public instruction, law-makers, and voluntary accrediting agencies who evaluate area school effectiveness, and (5) placement offices in colleges and universities.

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APPENDIX

8666 Sunnyhill Drive
Des Moines, Iowa 50322

Dear Administrator:

The development of Iowa's area schools has progressed far beyond the expectations of the 1965 legislature. This growth is due in large part to the excellent staffing of the administrative structures of these institutions.

The enclosed questionnaire is an attempt to identify the background of the present administrators in Iowa's area schools. Accurate and complete responses on the questionnaire will identify patterns existing in the administrative staffing. Each of the questionnaires will be kept confidential, and a copy of the completed study will be sent to your institution.

Would you please complete the enclosed questionnaire at your earliest convenience, and return it in the self-addressed, stamped envelope.

Yours truly,

Gerald L. Manning

bjp

Enclosures

QUESTIONNAIRE

Personal Data

1. Your age
- a. 21-30 _____
 - b. 31-40 _____
 - c. 41-50 _____
 - d. 51-60 _____
 - e. 61-70 _____

Educational Preparation

1. Please designate the institution from which you received your:

	Institution	Major	Minor
a. Bachelor degree	_____	_____	_____
b. Master degree	_____	_____	_____
c. Specialist degree	_____	_____	_____
d. Doctoral degree	_____	_____	_____

Occupational Preparation

1. Please designate the years of teaching experience in each:

	Post		
	Secondary	Secondary	University
a. science	_____	_____	_____
b. mathematics	_____	_____	_____
c. communication skills	_____	_____	_____
d. social studies	_____	_____	_____
e. humanities	_____	_____	_____
f. physical education	_____	_____	_____
g. general business	_____	_____	_____
h. industrial arts	_____	_____	_____
i. vocational office education	_____	_____	_____
j. vocational distributive education	_____	_____	_____
k. vocational trade and industrial	_____	_____	_____
l. other _____	_____	_____	_____
(please designate)			

2. Please designate the years of previous educational administrative experience in each:

	Post	
	Secondary	Secondary
a. superintendent	_____	_____
b. business manager	_____	_____
c. student personnel services	_____	_____
d. principal	_____	_____
e. director of general education	_____	_____

f. director of career education _____

g. other _____

(please designate) _____

3. Please designate the years of previous occupational experience outside the field of education as:
- a. non-managerial employee _____
1. Please indicate the nature of this work (example--sales office mechanic, etc.)

b. an administrator or manager _____

1. Please indicate the nature of this work (example--marketing, production office, finance personnel, etc.)

4. Please indicate the institutions or companies (and their addresses) of your previous employment--not more than three, with the most recent first.

Institution or Company

City and State

a. _____

b. _____

c. _____

5. Please indicate the previous positions you have occupied in this institution, if any:

Position

Length of Employment
(In years)

a. _____

b. _____

c. _____

Administrative Philosophies

Please use the following rating scale for questions one and two.

- 1 - of utmost importance
- 2 - moderately important
- 3 - of slight importance
- 4 - unimportant

1. Please rate the following components of personality in the order in which you feel an area school administrator should most strongly possess them.

- a. self controlled
b. conforming
c. intelligent
d. independent
e. flexible
f. dominant
g. cooperative

1	2	3	4

- h. sociable
i. poised
j. creative
k. aggressive
l. energetic
m. persevering
n. alertness

1	2	3	4

2. Please rate the following management skills in the order of importance you feel an area school administrator should most strongly possess them.

- a. technical ability
b. willingness to admit mistakes
c. strict observer of regulations
d. rapid decision making
e. willingness to seek other's opinions
f. high intelligence
g. willingness to pass on information
h. good mixer
i. smart appearance

1	2	3	4

- j. no loss of respect through familiarity
k. ability to understand people
l. ability to do jobs done by workers
m. verbal ability
n. acceptance of new ideas
o. sense of humor
p. available for discussion with workers

1	2	3	4

3. Please check (X) only the following statements which best describe your philosophy of administrative leadership (check as many as appropriate).

- ___ a. good human relations are necessary in order that followers accept decisions of superordinates
___ b. responsibility, as well as power and authority, can be shared
___ c. the image of the executive is that of a superman
___ d. maximum production is attained in a climate of competition
___ e. evaluation is a group responsibility
___ f. the individual finds security in a climate in which the superordinates protect the interests of subordinates
___ g. maximum production is attained in a threat-free climate
___ h. line and staff organization should be used exclusively for the purpose of dividing labor and implementing policies and programs developed by the total group affected
___ i. authority can be delegated, but responsibility cannot be shared
___ j. final responsibility for all matters is placed in the administrator at the top of the power echelon
___ k. evaluation is the prerogative of superordinates
___ l. the situation and not the position determines the right and privilege to exercise authority

- ___ m. the individual in the organization is expendable
- ___ n. unity of purpose is secured through consensus and group loyalty
- ___ o. authority is the right and privilege of a person holding a hierarchical position
- ___ p. the individual finds security in a dynamic climate in which he shares responsibility for decision making
- ___ q. leadership is confined to those holding positions in the power echelon
- ___ r. the individual in the organization is not expendable
- ___ s. line-and-staff organization should be utilized to formulate goals, policies, and programs as well as to execute policies and programs
- ___ t. leadership is not confined to those holding status positions in the power echelon
- ___ u. those affected by a program or policy should share in decision making with respect to that program or policy
- ___ v. unity of purpose is secured through loyalty to the superordinates
- ___ w. good human relations are essential to group production and to meet the needs of individual members of the group

Present Position Data

1. Please designate the title, and number of months you have been in your present position.

Title _____ Months _____

2. Present annual salary

- | | |
|--------------------------|--------------------------|
| a. 8,000 - 10,000 _____ | f. 18,001 - 20,000 _____ |
| b. 10,000 - 12,000 _____ | g. 20,001 - 22,000 _____ |
| c. 12,001 - 14,000 _____ | h. 22,001 - 24,000 _____ |
| d. 14,001 - 16,000 _____ | i. 24,001 - 26,000 _____ |
| e. 16,001 - 18,000 _____ | j. other _____ |

3. Time required to perform present assignment (hours per week)

- | | |
|------------------|------------------|
| a. 35 - 40 _____ | e. 56 - 60 _____ |
| b. 41 - 45 _____ | f. 61 - 65 _____ |
| c. 46 - 50 _____ | g. 66 - 70 _____ |
| d. 51 - 55 _____ | h. other _____ |

4. Please designate the number of administrative and non-administrative people under your direct supervision.

- a. _____ administrative personnel
- b. _____ non-administrative personnel

5. Level of job satisfaction

- a. highly satisfying _____

- b. moderately satisfying _____
- c. acceptable _____
- d. dissatisfied _____
- e. other (please explain) _____

6. Please indicate how you would evaluate your educational and occupational preparation in relation to your present position.

- a. superior _____
- b. excellent _____
- c. average _____
- d. below average _____
- e. poor _____
- f. other (please explain) _____

THANK YOU FOR YOUR TIME AND CONSIDERATION. Please return in the stamped, self-addressed envelope.

8666 Sunnyhill Drive
Des Moines, Iowa 60322
December 9, 1970

Dear Administrator:

Your help in obtaining information for a study on the "nature of the administrative staffing of Iowa's Area Schools" is badly needed. Last week I sent you a questionnaire. Maybe it was lost? In case it was, I am enclosing another.

I know these are busy times but if you would take a few moments to fill in your responses I would certainly appreciate it.

This study is being made to partially fulfill the requirements for a masters degree. A summary of the study will be sent to your school.

Thank you for your cooperation.

Sincerely yours,

Jerry Manning
Graduate Student

P.S. If you have already sent your questionnaire back to me, thank you, and please disregard this letter.

Enclosure